Reader Reflection: Promoting Functioning Feedback

The following scenarios offer opportunities for giving and receiving feedback, both student-to-teacher and teacher-to-student. Record and explain what you might do or say in each situation, keeping in mind that effective feedback should promote metacognition, goal setting, and self-regulation.

Several weeks into the new school year, you have a new student join your class. You've worked hard to develop relationships with your students, and they are all working well together in small groups and as a classroom community. You've established authentic literacy routines and set high expectations that include daily self-selected independent reading. How do you help this student become an authentic part of your learning community?

Students are working in pairs to give one another feedback on their writing. You overhear one student say to another, "I'm a better writer, so I'll just do it for you. It's too hard to explain." How do you help these students listen and speak to one another as writers?

You meet with a student who is reading a book you are surprised to find her reading. She tells you she chose this book because her friend suggested it, but when you ask her to tell you about what she's read, she has a hard time explaining any details, so you ask her to read you a paragraph. You find she is struggling with the language. How do you help this reader?

You read a student's most recent draft of an essay, and while the ideas are solid, you find that he hasn't incorporated any of the specific strategies or skills you've taught in the lessons. How do you help this writer?